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The way in which he will resolve his own anxieties, the particular channels he will find for indirect satisfaction of his early wishes, the lines upon which his ego will build up its control of primitive wishes, are largely out of our reach. They are determined by imponderable forces within the child's own psyche, which we can but respect. Where the child is in special difficulties, we can aid him, either by providing a more adequate, more secure and more stable environment, or by strengthening his ego through the special work of analysis. But by neither of these functions can we actually determine the lines upon which his individuality shall develop, and what his actual solution of conflict shall be. The more clearly we ourselves recognise this, the greater support we are likely to be to him. If, from the beginning, we respect not only his early efforts at practical independence, in the way Dr Montessori has taught us to respect these, but the individual genius of his expression in creative art, in imaginative play, in the special choice of individual skills and achievements, we give him a very real support towards the solution of his own difficulties. If we try to cramp and control him by our own notions of what he ought to be, we may close up the very channels which will bring him value and safety.

Here, then, is another profound reinforcement of the teaching of the best educators of our time, namely, that we need to respect the child's developing personality and to treat him as an individual, with personal rights, even whilst, at the same time, we recognise that other side of our educational responsibility, that need to help his control of the more crudely destructive impulses, and to train him to a settled

routine in the fundamental activities of his daily life, as well as to those minimal levels of mutual consideration which make social relations possible.

The fourth general bearing of all the facts of child behaviour illustrated and examined here is that of the immense value to the young child of the companionship of his fellows. In our study of early egocentrism, and of group hostility and aggression, we saw how the children are carried on to real independence through discovering the value of other children as allies, against the fear both of real grown-ups and of the internal super-ego. I need not elaborate this point further here, except to bring it in relation to the child's deeper